DOCUMENT RESUME

ED 235 663 EC 160 822

| | |
|---|---|
| AUTHOR | Rood, Lois |
| TITLE | The Unsheltered Workshop: A Guide to Work Stations in Industry. |
| INSTITUTION | Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst. |
| PUB DATE | 83 |
| NOTE | 84p. |
| AVAILABLE FROM | Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th St., Omaha, NE 68131 ($12.00, manual; $75.00, complete package, includes slide/tape show; $21.00, rental of slide/tape show for 5 working days). |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Disabilities; *Employment; Industry; Job Skills; Job Training; Models; *On the Job Training; Vocational Rehabilitation; Work Experience Programs |
| IDENTIFIERS | *Workstations |

ABSTRACT

The manual describes a vocational training model using work stations within regular businesses or industry to help disabled persons adjust to employment. The work station in industry approach is explained to be more cost effective than sheltered workshops which limit the trainee as well as the agency and industry. Vocational goals are said to be developed through a combination of individual program planning and system planning. Agreements between the vocational agency and the industry in the work station approach are discussed and the responsibilities of each party are delineated. Profiles of successful work stations in a manufacturing plant, hospital, and hotel are presented. Starting a work station is viewed in terms of planning, procurement (identifying potential employers, proposing a trial period), and implementation. Management concerns, including organizational structure, personnel, funding, and evaluation are considered. The final section presents answers to frequently asked questions on such topics as costs, feasibility in small communities, and severe disabilites. Among appended materials are a sample employment contract and examples of staff job descriptions. (CL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# The Unsheltered Workshop

## A GUIDE TO WORK STATIONS IN INDUSTRY

ED235663

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

by Lois Rood
Nebraska Network of Training Services
Meyer Children's Rehabilitation Institute

Editorial Assistance by
Pete Boughn

Graphic Design by
LaVonne Latham

**Published and distributed by:**

The Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center
444 So. 44th Street Omaha, Nebraska 68131 (402) 559-7467

©Copyright, 1983

EC160822

A slide-tape show has been designed to be used with this manual (see next page).

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Thomas Singarella

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# COMPLETE WORK STATIONS PACKAGE AVAILABLE

A **complete package** has been designed for agencies and others looking for a new approach to finding and developing jobs for disabled persons.

I. This **manual** was designed as a part of this package and is intended to show you how to organize and operate work stations in industry. **Price: $12.00 each,** published 1983.

II. As a part of the package, a **slide-tape** show was developed and produced on how to inform and promote work stations in industry. The "Work Stations in Industry" slide-tape show vividly portrays five work stations in action. It is designed to inform employers and solicit their support and participation.

## SLIDE-TAPE SHOW

**Length:** 11 minutes
**Quantity:** 64 slides
**Inaudibly pulsed at 1,000 cycles**

**Produced:** 1983
**Purchase price:** $75.00
**Rental price:** $21.00

- The rental fee applies for five (5) working days.
- A FREE annotated *Media Resource Listing* is also available, simply by phoning or writing.
- To order or for more information, contact:

The Media Resource Center
Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 So. 44th Street
Omaha, Nebraska 68131
(402) 559-7467

## Table of Contents


I. Introduction ..... 1
II. The Economic Reality ..... 3
III. What's Wrong With Sheltered Workshops? ..... 5
IV. Planning Vocational Goals ..... 7
V. What Are Work Stations in Industry? ..... 9
VI. How to Start a Work Station ..... 15
VII. How to Manage a Work Station ..... 19
VIII. Yes, But—Questions Frequently Asked ..... 21
IX. Appendices ..... 23

# I. Introduction

*This manual describes a vocational training model we call "Work Stations in Industry." A work station is a production unit located within a regular business or industry. Its purpose is to move persons with severe physical and mental disabilities into useful jobs in their communities.*

*I am not the first to conceptualize the Work Station program, but I have become one of its most ardent believers and supporters. I promote the concept at every opportunity. In my opinion, the Work Station program works! It works for the disabled workers. It works for the agency. And it works for industry.*

*Trainees gain competency and self-esteem while learning in the real world of business and industry, and reach the point where they have choices in their future employment.*

*Sheltered workshops, on the other hand, have not done the job. They have not moved many persons into useful jobs. In most cases they haven't individualized training. Nor have they met the needs of industry. Conversely, a work station enables industry to do what it does best, agencies to do what they do best — and trainees to become productive citizens.*

*In this manual I share what I learned while organizing and operating work station programs in Eastern Nebraska. We have received many requests for information about work stations from states and agencies seeking more effective and less costly ways to train disabled workers. I believe this manual answers those requests. It contains sufficient information, including forms, job descriptions and a sample contract, to guide you in the establishment of a program in your community. As you do just that, we would be pleased to hear from you.*

*We have prepared a slide-tape presentation to complement this manual. It is an excellent means of informing potential employers and others interested in the program. The presentation can be ordered along with this manual.*

*I want to acknowledge the Eastern Nebraska Community Office of Retardation (Encor) in Omaha, Nebraska, where the first work station was developed in 1970, and where I first obtained my experience in managing work stations. I also want to thank the National Restaurant Association's Program for the Handicapped and, particularly, the director, A. Philip Nelan, F.S.C., Ph.D., who researched, promoted and provided technical assistance to groups throughout the United States in developing programs that moved persons with special needs out of sheltered workshops and into meaningful jobs in the community.*

*Finally, I would like to thank the Meyer Children's Rehabilitation Institute of the University of Nebraska Medical Center for the opportunity to produce this manual.*

*Lois R. Rood*
*Project Officer*
*Nebraska Network of Training Services*
*Meyer Children's Rehabilitation Institute*
*University of Nebraska Medical Center*

# II. The Economic Reality

## How Things Are

If you are a vocational program director, you probably are quite concerned about the future.

You should be.

More people with special needs are coming out of institutions and into communities. They need vocational training and competitive employment.

Since Public Law 94-142, public schools are educating and graduating more students with disabilities who now need to learn how to make a living.

Community programs are serving persons with handicapping conditions from profound to mild, with multiple and complex needs in areas of ambulation, self care, medical and behavioral problems. In the past, many of these people remained in institutions.

While all this goes on, the number of training sites is decreasing.

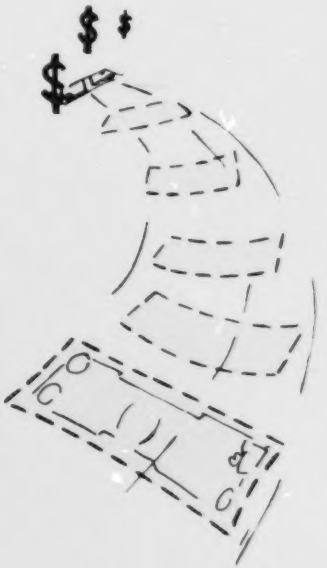
Program money, be it private, local, state, or federal, is shrinking.

The results are fewer vocational services and higher staff/client ratios.

The movement through the traditional vocational continuum has slowed. There are long waiting lists for community services, and, sadly, for readmission to institutions.

Industry, meanwhile, has been experiencing rising costs of production, transportation and labor, and must spend more dollars to meet safety and health regulations.

All this makes placing persons with mental or physical disabilities more difficult.



We who are involved have a problem. Do we do what a business might do when times get tough?

- Serve new customers in old ways (new markets).
- Serve old customers in new ways (new products) or
- Hope for a bail-out from government, an option that is fast becoming passe.
- Lose confidence, admit failure and close.

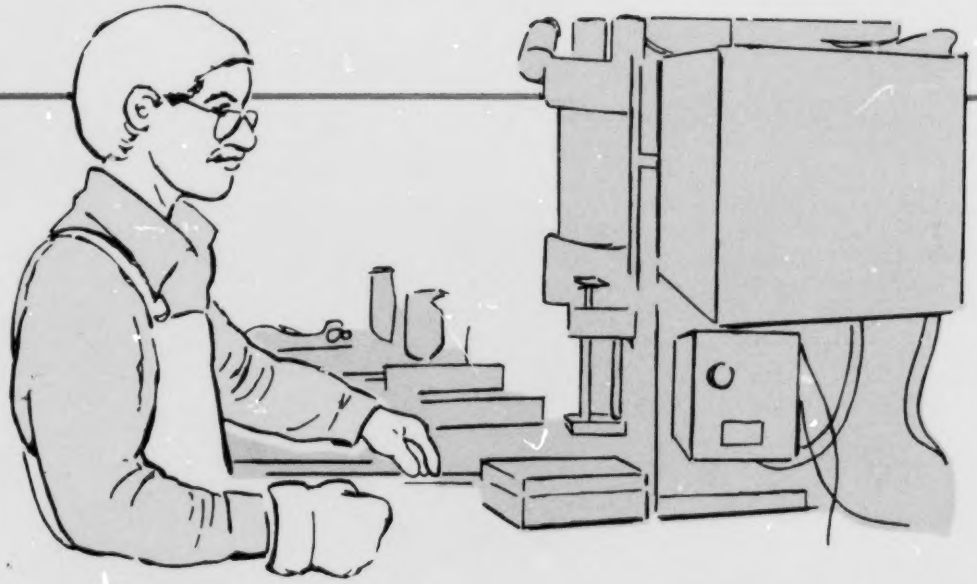
Inevitably, some programs will close. And many have. Others lack contract work but continue to run an adult activity center to keep their people busy. In some communities workshops are regressing to become adult day care centers.

Yet we know that individuals with special needs require special services. Without these services many, instead of receiving vocational training in their home communities, will be returned to institutions, where costs are skyrocketing.

Is there an alternative?

Yes.





## A Better Way

This manual describes a better way.

It is written for those in vocational programs who wish to continue the fight by serving old customers in new ways and new customers in old ways...to learn how skillful use of marketing, technology and public relations can produce a healthy and vigorous program.

The program is called work stations in industry—a modern, cost-effective way to provide vocational training to persons who are mentally retarded or physically handicapped.

In this manual you will learn how to plan, establish, operate and evaluate a work station program. The concepts are clearly defined. The advantages to agencies, their clients and industry are spelled out.

There is ample information, including sample forms, to serve as a blueprint for an agency which has decided to start a program.

This manual can also be helpful to a company interested in establishing a program.

All information is based on experience gained from operating work stations.

A work station can be a productive alternative to vocational training that traditionally has taken place in sheltered workshops or institutions. It is a program admirably suited to these cost-conscious times.

# III. What's Wrong with Sheltered Workshops?

# III. What's Wrong with Sheltered Workshops?

## The Current Continuum

The traditional vocational continuum that exists in most community-based programs contains pre-vocational training; evaluation, training and work in a sheltered workshop; then job placement and follow-along efforts. None but these last two steps offer opportunities for individuals with disabilities to interact with typical workers.

In the pre-vocational phase, persons are taught such self-care skills as feeding, dressing and toileting in either a residence or a segregated wing of a workshop. This phase primarily serves those with severe and multiple handicaps.

A workshop provides evaluation, training, work activities and sometimes sheltered employment. Some trainees eventually move into competitive jobs. Others stay in the segregated facility for years. Work training is provided through sub-contract work procured from local industry. The emphasis is on work habits, work skills and production.

Placement personnel often must teach clients how to apply and interview for a job.

This continuum has many limitations. Some directly affect opportunities for the trainee. Others restrict the program of the agency. Still others inhibit the ability of industry to use skills of persons with disabilities.



## Limitations To The Trainee

Work done in sheltered workshops often does not have a counterpart in industry. It is often repetitive and unchallenging. The trainee can't experience the variety of work tasks needed to identify strengths and weaknesses. Nor does the work help the trainee decide the kind of work he or she likes.

Most contracts in traditional programs are labor intensive. The person is not exposed to machinery, to safety concerns, to noise or to the type of pressure generated by machinery. This makes the transition from workshop to industry more difficult. Thus placements more often occur in service companies. Yet the workshop probably has not prepared trainees for this type of work. Most handicapped persons have few job options. They are placed in a job simply because it is available, and most often in service occupations. The results are: low pay, limited or no benefits, no job security, poor hours and working conditions.

## Limitations To The Agency

The agency has problems with the workshop program. Most publicly funded agencies cannot afford to buy machinery that may or may not be used on a regular basis. Many workshops are not intended for industrial use and are limited in the capacity to serve high-volume contracts. Many do not have truck docks or vehicles to transport contract materials. Procurement personnel are limited to labor intensive contracts.

Many contracts have little training value. To get enough work to keep everyone busy, long-term contracts are solicited. Many of these involve work that is repetitive, dull and of little value for acquiring skills that can be transferred. Often training takes place on work which is obsolete in industry. The trainee then is placed either on a production line, which is machine-intensive, or in a service occupation. The client has not been trained for either job.

Placement personnel are too few with too much to do to move persons effectively into competitive employment. Little individualization takes place. The client receives little support just at the time it is needed most.

## Limitations To Industry

Industry is apprehensive about hiring people with mental or physical disabilities. They are concerned about their responsibility and legal liability for the plant and their employees. Companies are concerned also about the efficiency of handicapped workers, a characteristic required to maximize profits.

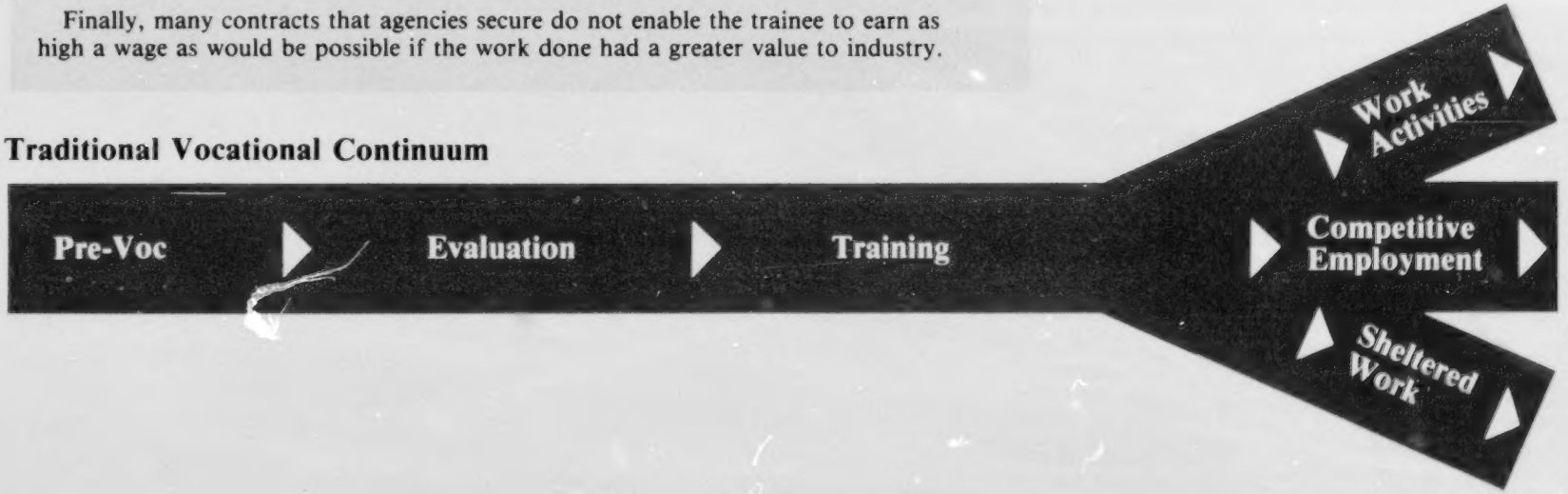
Even when a company wants to employ handicapped workers, supervisors are leery of being able to communicate expectations to employees with disabilities.

A company may also be reluctant if it has had experience with people not showing up on time, missing work or displaying inappropriate social behaviors at work.

Persons with more complicated disabilities seldom get to move into an integrated environment because often they cannot produce at the same rate as a non-handicapped worker. So they are confined to a segregated, sheltered environment for life.

Finally, many contracts that agencies secure do not enable the trainee to earn as high a wage as would be possible if the work done had a greater value to industry.

## Traditional Vocational Continuum



# IV. Planning Vocational Goals

Every vocational program has goals for those who are served. Those goals, however, are often difficult to attain in the traditional continuum.

Typically, vocational programs have clustered disabled persons together in a workshop segregated from business and industrial environment. Staff try to obtain work from local industry to provide training for individuals. Yet when trainees are ready for competitive employment they are placed in jobs for which they have not been prepared. Often there is a lot of down time in the shops because of a lack of work. The trend is toward teaching general skills, such as work habits, grooming and work-supervisor relationships.

The program planning generally begins with a complicated assessment of deficits the individual has. Some sort of track system is developed which the client must work through to move along the continuum. Frustration arises because progress is slow. Bottlenecks occur. A "blaming the victim" mentality sprouts. The more severely handicapped persons are unable to be considered for vocational services.

## An Alternative

We propose a different plan that first asks:

"What would it take for this person to function in a valued job of his or her choosing in the community?"

Rather than asking:

"What does this person need to learn to be in competitive employment?"

There is a difference.

Secondly in this new approach, staff must assume that each individual will someday participate in a vocational environment integrated into the community and do work of value.

With that assumption we then ask:

What job does the individual really want?

What skills and behaviors will the job require?

What skills and abilities does the individual already have?

What can be done to modify the work environment or restructure the job to enable our client to do the work?

What support can we provide at the work site?

What skills need to be taught to this individual?

When possible it is best to support, assist and train where the work is actually done. When not possible, simulate the environment — not necessarily in a sheltered workshop, perhaps in a local technical college.

It is best at first to support the person on the job substantially, then gradually withdraw that support as performance becomes more independent.

## Program Goals

There are two levels of planning:

— *Individual program planning*

— *System planning*

Both need to be worked on simultaneously and at different levels in the organization to increase the chance of success for each individual.

Management should make changes in the system to support such a model.

Direct service staff should undertake individual program planning to meet each client's individual needs.

## Individual Program Planning

Staff must have specific criteria to measure the relevance of a trainee's goals. As an example, progress should occur as follows:

Trainees move from segregated to *integrated* settings.

Trainees move from learning basic skills to learning *marketable,* valued skills.

Trainees identify with *work group* rather than only with themselves.

Trainees go from earning piece rate wages to *competitive* salaries.



## Community Perception

Your programming should produce the following changes in the perception the community has of each trainee:

- From deviant to socially acceptable.
- From tax burden to tax payer.
- From dependent person to independent person.
- From one with no useful competency to one with a valued marketable skill.

## System Planning

Administrative staff should plan to produce these changes:

- From segregated, sheltered workshop to integrated settings within the businesses and industries in the area.
- From programs financed by public funds to programs operating with earned private dollars.
- From a human service management model to a business model.
- From teacher/student to worker/supervisor relationship.

So, the new planning process goes like this:

1. Set an appropriate vocational goal.
2. Assess the individual.
3. Support and modify the work environment.
4. Support and assist the individual.
5. Train the individual in skills where he or she is deficient.
6. Phase out support as competency develops.

## Criteria for Program Evaluation

And here are the key questions to ask yourself as you develop a plan:

Has the program integrated the individual into the economic mainstream of the community?

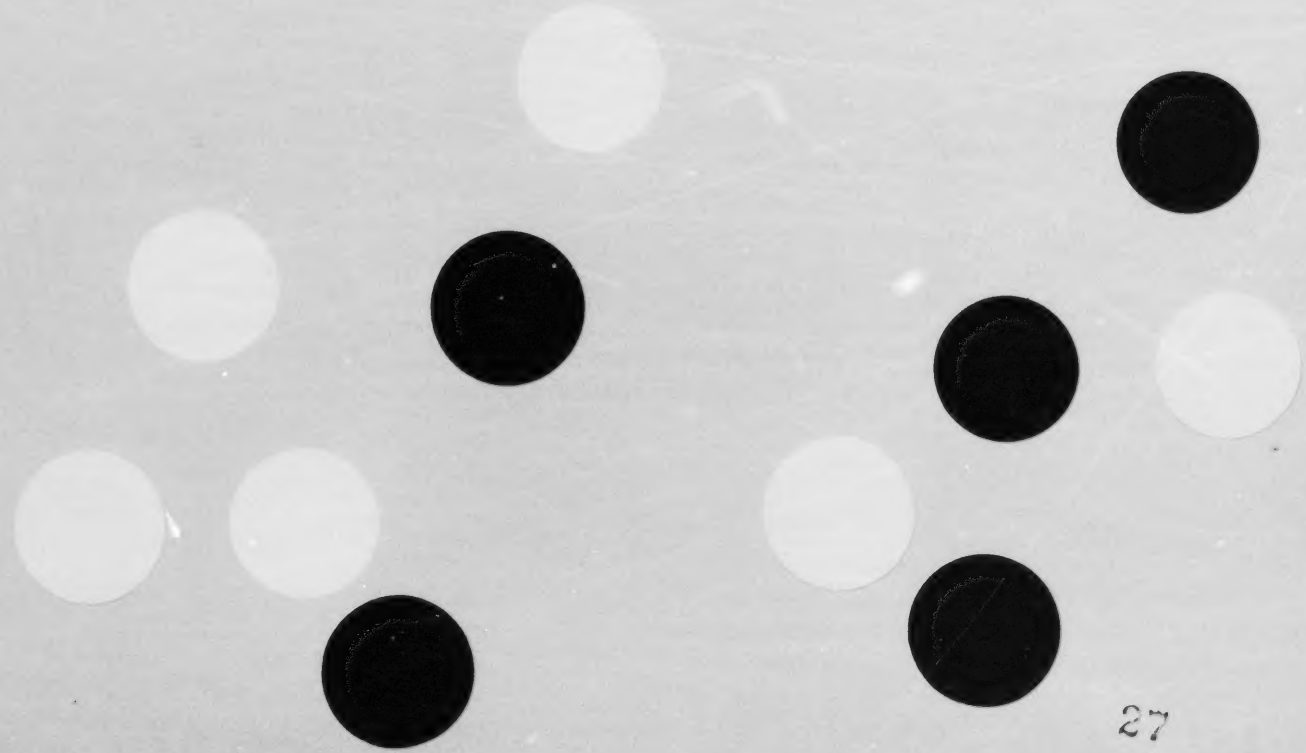
Has the program enhanced the community's image of the individual?

Has the program given the individual a marketable skill?

Has the individual's status among family and peers risen?

Has this program supported the individual's right to equal employment? to fair wages? to a safe and healthful working environment? to be served in the least restrictive setting? to habilitation and training?

# V. What are Work Stations in Industry?



# V. What are Work Stations in Industry?

## Definition

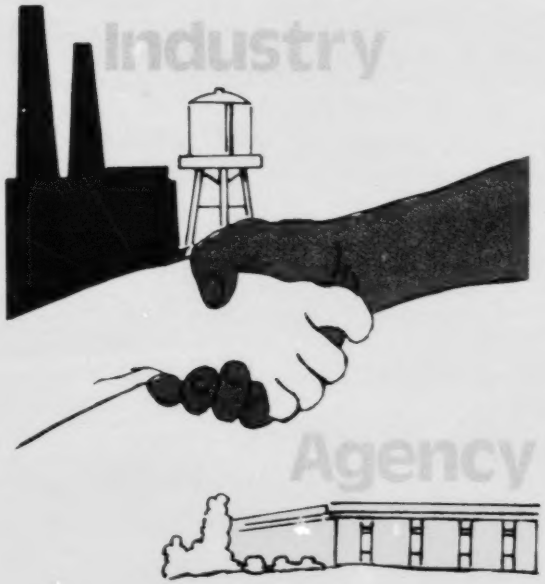
A work station in industry is a training program for persons with developmental disabilities. It is located in a plant, institution or business—on the production line or where a particular service is delivered.

There is no ideal size for a work station. Size is determined by the task to be done and the number of persons needed to do it.

A work station supervisor, in addition to meeting production goals set for the unit, must also implement vocational objectives for each trainee, which generally prepare him or her for competitive, non-supervised jobs. That is why the agency responsible for training provides the supervisor to the participating company.

A contract between the sponsoring agency and the cooperating company defines the responsibilities of both.

Thus a work station can be defined as a sub-contract performed for a company, within that company, by trainees who are handicapped and supervised by an agency trained and paid person. The industry pays for work produced. The agency pays trainees based on individual productivity.




## What Industry Provides

Industry provides certain things to the sponsoring agency to facilitate the successful operation of the program. Each is carefully spelled out in a contract, a sample of which is included in the Appendix.

**Floor space.** The work station model requires the program to be located on the production floor of the business or industrial plant. The company provides floor space sufficient to carry out safely the terms of the contract. It is equally important that this space enables the social and physical integration of the agency's work force with that of the company. Thus the area should not be isolated on a different floor, in a separate plant or behind barriers that limit interactions with other employees.

The company should provide record keeping space to the supervisor.

The company should make available to trainees lunch rooms, canteens, entrances, coat rooms and time clocks used by all employees—again to ease integration, socialization and peer modeling.

**Contract work.** The contract work or service to be done by the agency always is provided by the company that houses the program. While many tasks lend themselves to the work station concept, three important considerations should be kept in mind when the agency solicits contracts:

(1) The service should be of major value to the company to enhance the stability and tenure of the program;

(2) The work should give trainees the chance to learn a valuable and marketable skill and to work with equipment and machinery used in competitive employment;

(3) The work should enhance the image of the trainee in the eyes of other workers, the person's family and other associates in the community.

**Equipment.** The company provides the equipment necessary for the tasks to be done. That includes materials, supplies and machines, and the recordkeeping forms required by the company. The agency supplies the special forms for its particular needs, as well as any additional safety equipment or devices for an individual trainee.

**Compensation.** The company makes a fair and competitive payment for work performed. The agency then pays trainees based on each person's level of production. Records are kept by both agency and company. Delineated in the contract are terms of compensation, when they will be reviewed and revised, and under what conditions termination can take place.

## What the Agency Provides

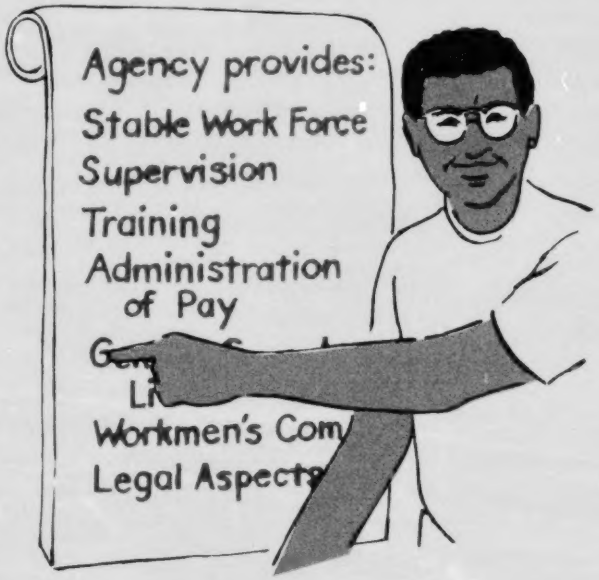
The agency provides specific things to meet the needs both of the trainees and the employer. They are listed in the contract to prevent any misunderstanding about responsibilities.

**Stable work force.** The agency selects the trainees and guarantees that positions will be filled and the work will be done. If the work station is associated with a sheltered workshop or other training unit, workers can be chosen from that pool. The work station can be used to:

- evaluate a new client in an industrial environment;
- give workers exposure to a variety of jobs, enabling them to make better vocational choices;
- provide a job to a person whose severe disabilities would preclude functioning in a competitive situation without supervisory and training support.

Companies usually approve of an agency selecting the work force, because the agency also takes responsibility for training, orientation and supervision. Companies do insist that the work force is sufficient to meet job quotas, time frames and quality standards.

**Supervision.** The agency should hire and pay supervisors. A supervisor should know



the contract work to be done and how to do it. He or she also should receive training related to working with persons who are mentally retarded or developmentally disabled. Industry usually approves of this arrangement. One of the reasons industry does not hire more handicapped people is the inexperience of supervisors in working with people who have special needs.

**Training.** The agency takes responsibility for training the workers on the job. The supervisor should be able to analyze the work by tasks, manage the work flow, establish individual programs for each trainee, adapt the work station to each individual, keep records of progress and revise training to give each person as much independence as possible. Industry often helps by making available industrial engineers to assist with setting up contracts. This is a resource most companies have, and most agencies cannot afford.

**Administration of pay.** Each trainee will be paid for his or her output. In a manufacturing plant pay would be based on piece rates. In service companies it would be based on the amount and quality of work done.

The agency assumes the time-consuming job of maintaining individual pay records on a variety of contracts. The agency ensures that safeguards are met to bid contracts fairly and to pay trainees equitably.



Companies need not be concerned about the severity of handicaps among workers. Production is assured by the agency.

**General Comprehensive Liability.** Occasionally workers are kept from jobs because an employer fears their handicaps might be hazardous to the company, to other workers or to themselves.

The agency should offer to pay for general liability insurance for workers, supplies and space during hours delineated in the contract. That can be a strong selling point to employers.

**Workman's Compensation.** The agency may provide Workman's Compensation to trainees as they are legally employees of the agency—another selling point to employers.

**Legal Aspects and Regulations.** The agency takes responsibility for meeting requirements in the areas of age, sex and race discrimination, of wage and hour regulations, as well as the special requirements for persons with disabilities.

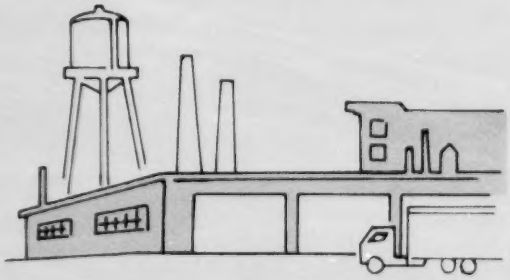
---

**Profiles of Successful Workstations —**

## A Manufacturing Plant

*Then...*

The habilitation agency first approached this Midwestern manufacturing company about a work station in 1970. The agency had been doing contract work for the company in a sheltered workshop. After nearly six months of discussions, much of which centered on legal ramifications, the company leased 400 square feet of floor space to the agency. The agency provided a trained supervisor to secure contract work through competitive bidding. Four mentally retarded men worked at the station and were paid on a piecework basis, as were clients in the agency's workshop.



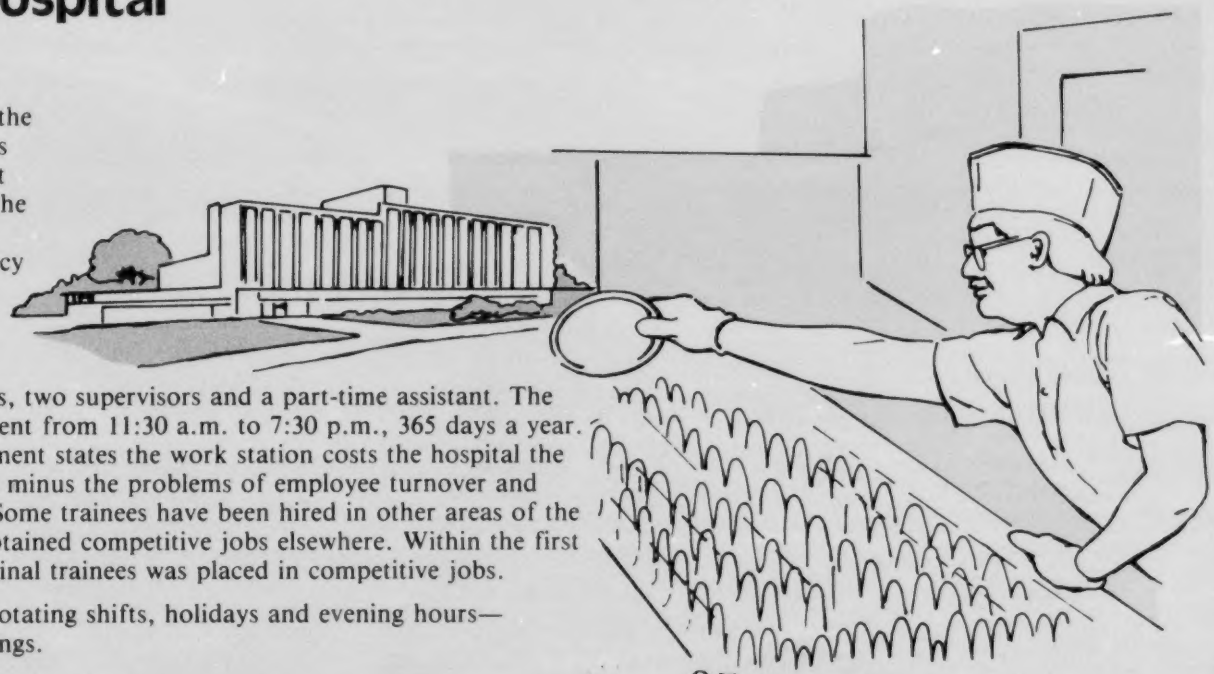
*And Now...*

Today the agency occupies more than 4,500 square feet of floor space in the plant and trains about 25 mentally retarded men and women on contract work provided by the company. Two supervisors are on the job. The agency provides general liability insurance and workmen's compensation coverage. A number of contracts are worked on. The company provides the equipment and supplies. The agency provides the trainees, has the option of placing a trainee in a competitive job either elsewhere in the plant or with another company, and administers the pay.

## A Large Regional Hospital

*Then...*

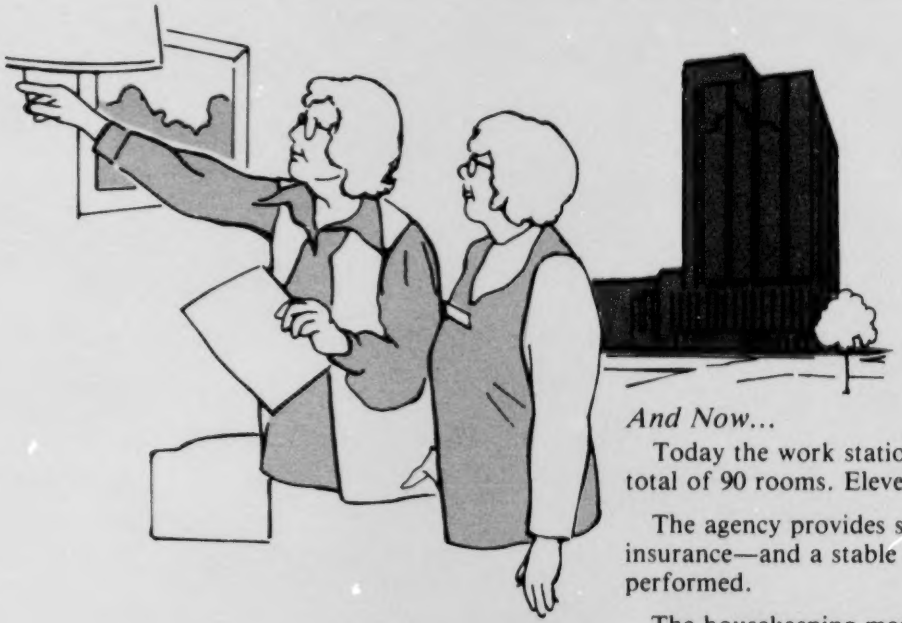
This modern hospital had hired many mentally retarded persons directly from the state institutions. The agency began talks with the hospital in April, 1974, and met with a quick and favorable response to the idea of a work station to operate the hospital's dishwashing facility. The agency began with 12 trainees, each working a 40-hour week on rotating shifts.



*And Now...*

Today the work station has 21 trainees, two supervisors and a part-time assistant. The agency operates the dishwashing equipment from 11:30 a.m. to 7:30 p.m., 365 days a year. The manager of the food service department states the work station costs the hospital the same as it would without the station but minus the problems of employee turnover and equipment damage due to carelessness. Some trainees have been hired in other areas of the food service department. Others have obtained competitive jobs elsewhere. Within the first six months of operation each of the original trainees was placed in competitive jobs.

The work station exposes trainees to rotating shifts, holidays and evening hours—experiences not gained in workshop settings.



# A Modern Hotel

*Then...*

Many mentally retarded persons have found work as maids in motels. Thus it was logical to negotiate with this national motel chain for the establishment of a work station to train maids. It was necessary to obtain consent from national headquarters. In December, 1971, the habilitation agency assumed responsibility for all housekeeping tasks in 40 rooms.

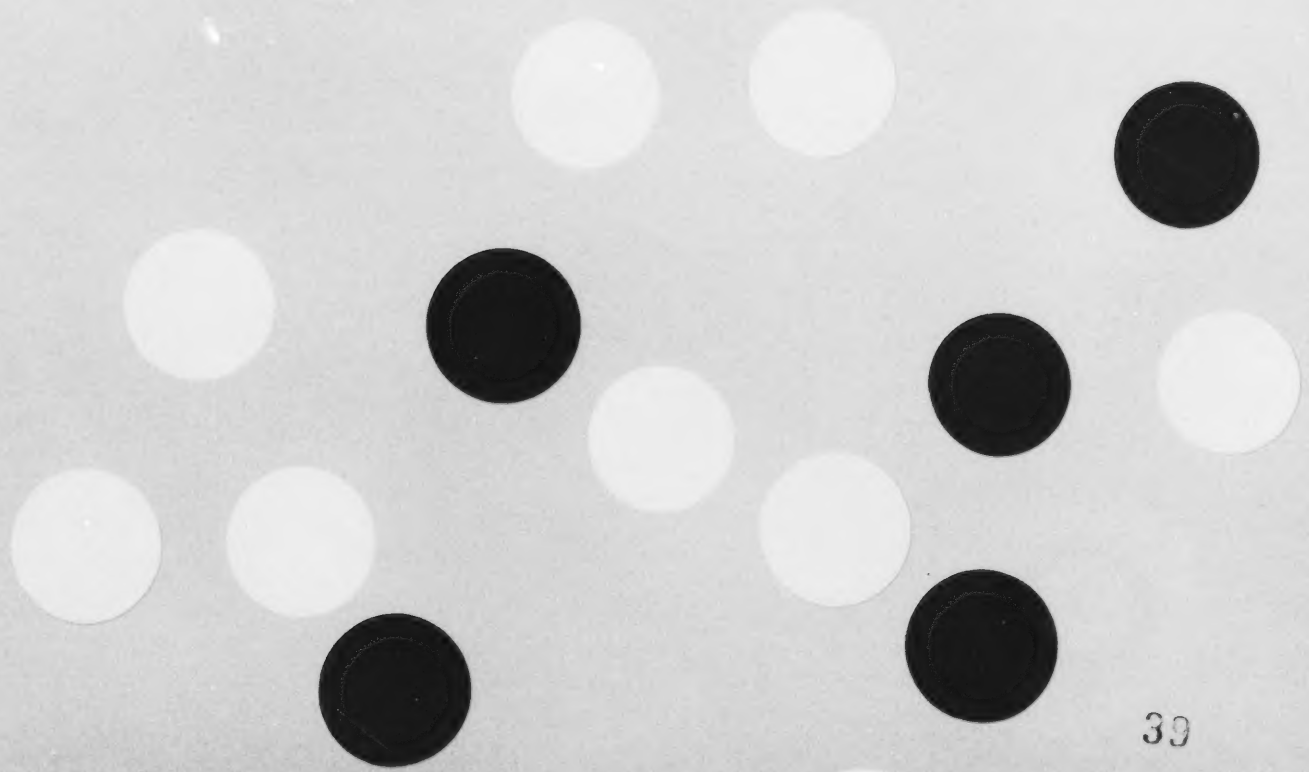
*And Now...*

Today the work station in this motel cleans two floors of a high rise section, containing a total of 90 rooms. Eleven individuals are in training.

The agency provides supervision, training, payroll administration, certification processing, insurance—and a stable work force. The motel provides the equipment and pays for work performed.

The housekeeping manager for the motel states he is impressed with the quality of the work done, the stability of the work force and the lack of personnel problems so often associated with this line of work.

# VI. How to Start a Work Station



# VI. How to Start a Work Station

## General Planning

Planning is critical to a successful work station in a industry program. If proper planning is done before work stations are negotiated, your agency can have the needed support in place to avoid failure. No negotiations should be done until this planning occurs.

First define the purpose and goal of the program. Everyone involved must have the same understanding of what the program is to accomplish. Identify whom the program will serve. Will it serve those with severe and multiple handicaps? The decision will influence development of the work station at every step.

Your agency should know community labor needs now and in the future. Ask these questions:

- Where are major employers located?
- Is transportation available?
- What products are manufactured?
- Which companies are expanding?
- Which companies have federal contracts?
- What kinds of jobs are the hardest to keep filled?

Then proceed to:

- Brainstorm with your staff about possible employers in your area.
- List any previous experience your agency may have had with employers.
- List any contacts you or your staff have with any of the companies.
- Diagram the main types of job clusters that exist in your area.

When starting to develop the work station program you will be planning for both current and future populations. Who will be served now and in the future will affect where you will locate, the kind of work to be procured, the supervisor to be hired, his or her training, and the kinds of supports your agency will provide to industry.

Consider current residences of trainees, their ages, physical limitations and ambulation, their medical and behavioral needs and their self-care skills. Forms to assist you in selecting individuals for a work station are included in the Appendix.

Planning needs to anticipate the eventual inclusion of persons who are severely retarded, perhaps multiply handicapped and behaviorally impaired — after the work station becomes operational and beyond the probationary period. The work station site needs to be barrier free.

Does your agency have the commitment and the flexibility to make this program work? Resources and energy must be applied to the development of work stations. The concept must be promoted within the business community. A checklist which will be useful can be found in the appendix.

## Procurement

Now, you are ready to approach industry directly.

**The Initial Contact.** You explore the capability of the company to accommodate a work station. You should ask for a tour and a chance to meet with the company's key people. The contact can be made with the production or personnel departments or to top management.

On this first visit you must learn as much about the company as possible without making specific commitments. What types of tasks could be done by handicapped workers? Which have the highest rate of turnover? Is the company concerned about affirmative action? Has it had experience in working with habilitation agencies and, or, hiring handicapped persons?

A form located in the appendix will serve you as a guide.

**Identifying Potential Employers.** You should now be able to identify employers for your work stations. They may be companies hiring a new work force, plagued with labor problems in certain jobs or companies who have sub-contracted to your program or others in the past. Focus on companies with the best potential for success.

Who procures the contract?

Traditionally it would be a job placement person, the vocational director or a designated procurement officer. But, it may be more effective to use someone else who is well acquainted and respected by that particular company. Whoever takes on this responsibility should be:

- Able to sell the concept.
- Knowledgeable about the work to be done.
- Armed with the authority to make decisions if the opportunity arises.
- Acquainted with a decision-maker in the company, if possible.

**Drafting a Contract.** After the initial visit, draft a contract. Describe how your program can help the company. Use the sample contract you will find in the Appendix to this manual and write down commitments of both the employer and your agency.

Let the employer know you are interested in developing a training program. Tell the employer you have written a contract to meet both parties' needs and that you can be flexible on terms.

**Trial period.** If the employer is receptive, propose a three-month trial period for the work station. Problems will be identified during that period. At the end of the three months the contract will be renegotiated.

You will need at least one month's lead time to select and train your supervisor, choose the work force and learn the job requirements of the company.

## Implementation

You must be prepared to move quickly once the contract is signed.

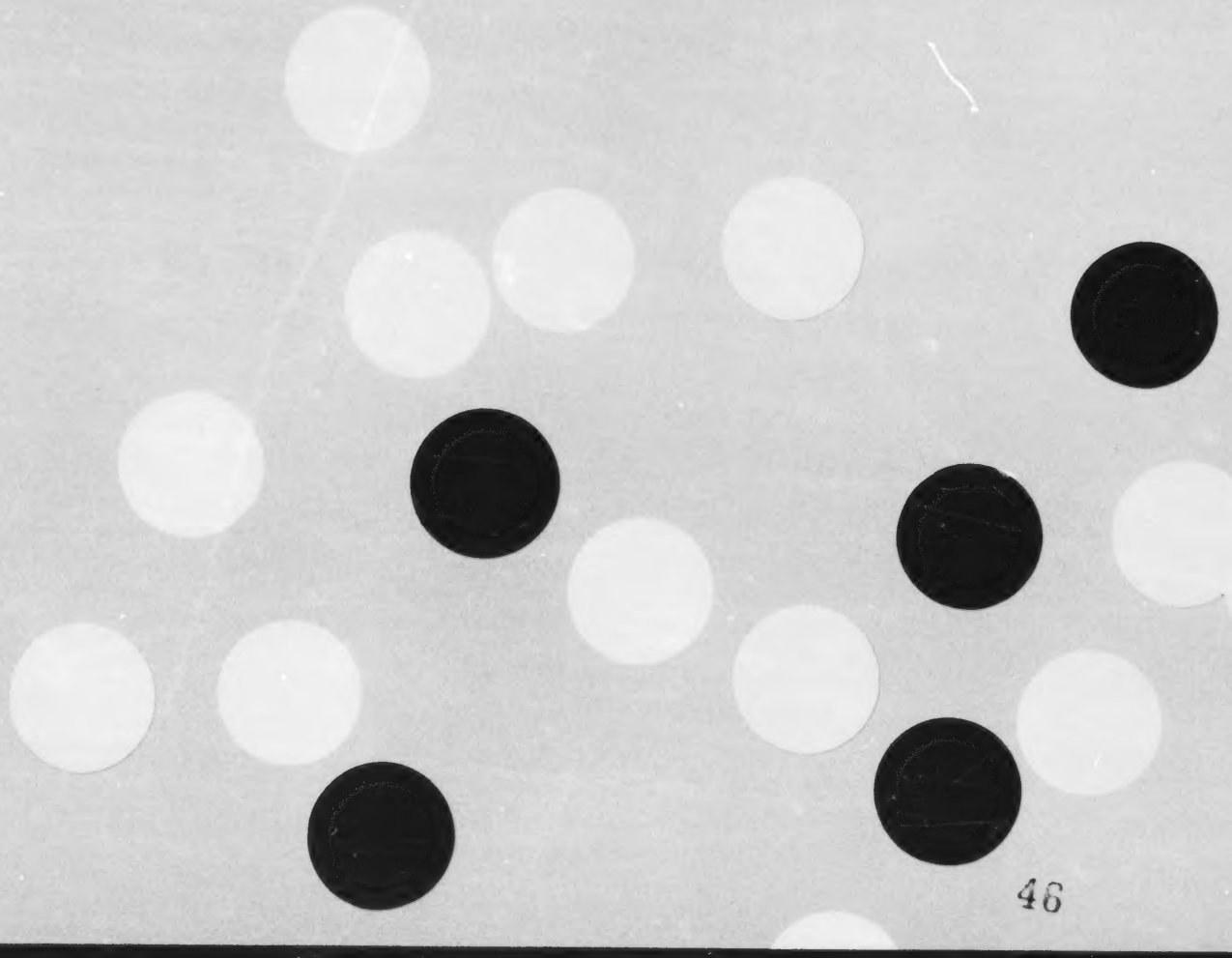
Here is what needs to be done:

1. *Select the supervisor.* He or she should have some experience in the industry, understand what it takes to get the job done, know how to operate the equipment and know the dimensions of quality control. The supervisor must be strongly committed to helping handicapped persons progress. The supervisor should have expertise in job structuring and task analysis.
2. *Select the work force.* Emulate industry: Determine the skills needed, the criteria for selection — and choose accordingly. Applicants should go through a standard interview and application process. After the trainees are chosen, an individual program planning meeting should be held, involving each staff person who will be assisting clients in the move.
3. *Learning the job.* The supervisor should not only learn requirements of the company, but should work in the plant before the trainees arrive. The supervisor should have expertise in job structuring and task analysis.
4. *Providing back-up assistance.* No work station should open until its agency is prepared to provide back-up services. You can afford an occasional error later on, but everything should be tracked in the probationary period. The agency should have a back-up supervisor trained and ready to step in. There should be backup trainees, ready to be taken to the plant if there is difficulty meeting production goals or if some trainees are unable to make it to work.

5. *The first day.* This day deserves special consideration as it could be crucial to the eventual success of the work station. Counselors or residential families should make sure every trainee is awakened on time, that each wears appropriate clothes and that all get to the work station on time. The supervisor may need assistance in orientating trainees to the new environment. All parts of the agency should concentrate on efforts to make this important day a successful one.

6. *Fitting in.* For the work station to harmonize with the rest of the plant, the agency staff needs to be as competent and production-oriented as any found elsewhere on the production line. Trainees should not leave the work station for medical appointments or therapy. These can be offered outside of the work day. The production site should look the same as it would if non-handicapped persons were manning it.

# VII. How to Manage a Work Station



# VII. How to Manage a Work Station

## Managerial Concerns

Your job as a manager will be to develop and maintain a coherent program that can successfully move clients toward vocational goals, while helping industry in your community. This can be rewarding and without many of the frustrations of more typical vocational rehabilitation models.

As a manager you should:

- Provide individualized training to adults with special needs.
- Manage environments where the programs are located.
- Provide competent supervision to meet needs of both clients and industry.
- Maintain sufficient income to support the program.

## Program Purpose Statements:

When planning for the growth and development of those persons your agency serves, your goal should be to:

- Help them move from dependence to independence.
- Help them move from basic to more complex behaviors so they can cope with more complex situations.
- Help them move from negatively valued to positively valued behaviors.
- Help them gain control over their own lives.



## Work Station Principles

Training in a work station program should be based on the developmental model. Each individual is capable of growth and learning. It is up to you and your staff to provide the training and supports to evoke that learning.

Programs should be offered in the most integrated and industrialized environments possible. They should be dispersed in the community, using the same sites and resources available to other citizens.

The staff should be appropriate to the purpose and goal of the program and the age of the individuals served.

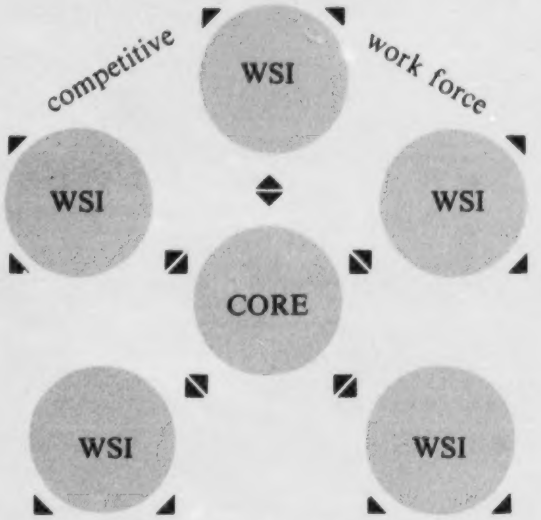
Programs should be as cost effective as possible, making the best possible use of limited resources.

## Developing a Work Stations System

Your agency eventually should develop work stations throughout your business and industrial community with a core training station. A system can be diagrammed as shown at above right.

## Organizational Structure

Your agency will need an organizational structure that ensures the provision of supports to both trainees and companies.



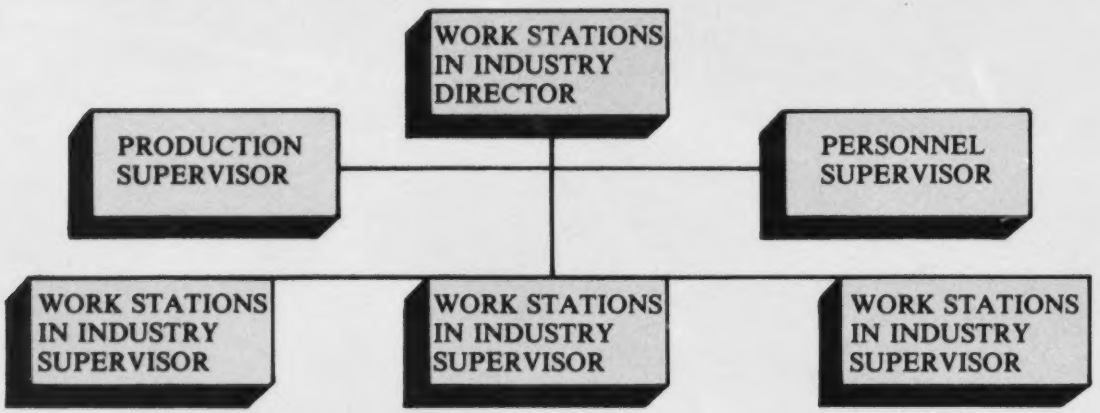

**Work Station System**

Such a structure may and probably will vary according to characteristics of each situation. The diagram on page 20 displays a possible configuration for discussion. Job descriptions can be found in the Appendix.

## Personnel

For a successful program you should recruit work station supervisors, production and procurement personnel from business and industry. The personnel supervisor should come from human services fields and

**Work Stations in Industry Organizational Structure**


WORK STATIONS IN INDUSTRY DIRECTOR
PRODUCTION SUPERVISOR
PERSONNEL SUPERVISOR
WORK STATIONS IN INDUSTRY SUPERVISOR
WORK STATIONS IN INDUSTRY SUPERVISOR
WORK STATIONS IN INDUSTRY SUPERVISOR

should have programmatic expertise. All should be trained in the following areas:

- Agency purpose, goals, philosophy and procedures.
- Medications, first aid and CPR.
- Developmental disabilities.
- Normalization, human and legal rights and developmental theory.
- Human growth and development.
- Assessment and individual program planning.
- Setting and writing goals and objectives.
- Behavior management.
- Task analysis.
- Team planning and process.
- Supervision and management.
- Work methods — process, flow, time studies, bidding, quality control.
- Regulations, standards and employment practices.
- Safety and engineering factors as applied to handicapped persons.
- Communication and human relations skills.

## Funding

Your goal is to have each work station pay for itself. That can be achieved if contracts are bid fairly, production methods are efficient and the trainee-supervisor ratio is similar to that in industry — 8:1.

Because the company pays for space, equipment and materials, the agency's overhead costs should be low. Startup costs and the costs of providing special support needed by multiply handicapped persons often are above the income a work station can produce. The agency can seek financial assistance from public and private sources. It helps that projects with industry are emphasized at the federal level.

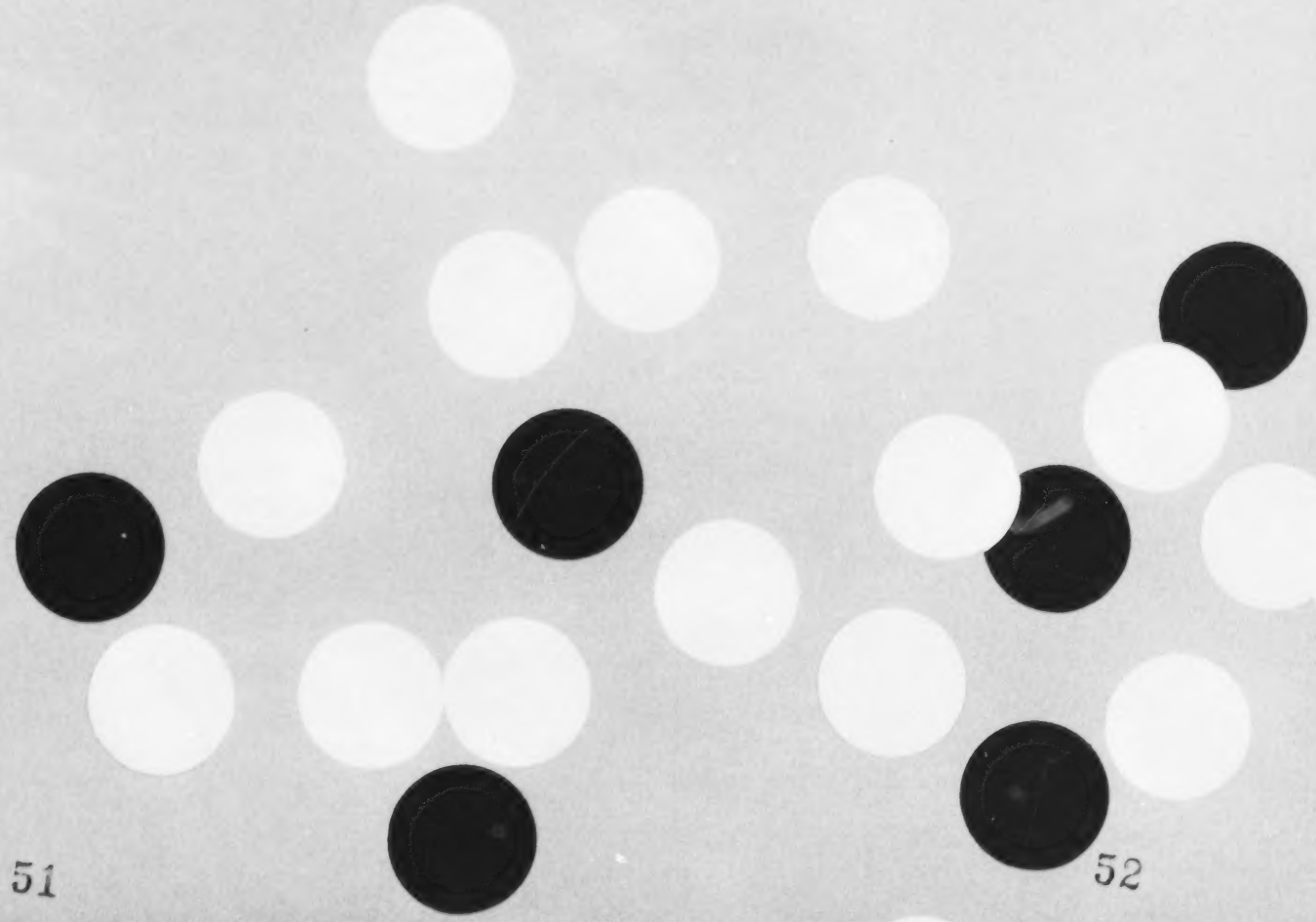
## Evaluation

The system should be monitored routinely by both internal and external units to ensure that goals are being met. Parents, consumers, taxpayers and industry should all be involved in evaluation.

Your program should work toward cost efficiency, higher income, and, eventually, no government subsidy.

Expectations of industry, agency and individuals to be served should be written at the start of the program and reviewed quarterly to compare results and change the program where needed.

# VIII. Yes, But... Questions Frequently Asked



# VIII. Yes, But... Questions Frequently Asked

Here are some reactions you may encounter as you go forward with your work station program . . . and some suggested responses which you might find helpful.

**". . . labor costs already are too high."**

The work station is economical and risk free to the employer. Workers are paid only for work produced to standard. Production quotas are negotiated, as are quality controls. An agency provides the workers and supervision. The employer pays only for work that is done.

**". . . unemployment is high and the company's regular workers are now out of work."**

True. But it is also true that goods and services will continue to be produced. In a tight economy industry will retain those workers who can do the best job for the lowest cost. Our goal is to find those areas where there is need and to develop a model that meets specific needs of a particular employer. If production quotas are met and quality standards are maintained — all economically — there will be a place in industry for the disabled worker.

**". . . most industries in my area are heavily unionized."**

Unions have resisted sheltered workshops, fearing they take work from union members. In the work station, tasks are done in the plant and the disabled workers are potential union members. Unions themselves might sponsor a work station. Labor has a history of fighting for fair wages and a safe working environment and should endorse the right of disabled people to work. You should encourage labor leaders to help you plan and design your program. You need to view labor unions as advocates, not adversaries.

**"there are many areas where no industrial jobs are available."**

Every community has an economy. It may be agriculture, forestry, or even tourism. All offer opportunities. You should list every type of business in your community, then speculate as to how your agency can provide a service to them. The work station is far more flexible than the sheltered workshop in its ability to serve in areas without manufacturing and industrial complexes.

**". . . in small communities, turnover is very low."**

True. Still, every small community has jobs that need to be done. Public schools might be receptive to a work station to prepare hot lunches. City government might use disabled workers to renovate repossessed property or to provide grounds and building maintenance. There may be a need for a recycling project or a printing and copying service.

The possibilities are many.

**". . . our agency is short on staff, and we have no one with the time to develop work stations."**

Two suggestions: First, have a generalized plan for procurement developed by an interested group of parents, staff and employers, rather than

having one person try to approach all possible employers. Or your agency can recognize the importance of work stations and make a person available. You cannot expect to move persons with disabilities into competitive jobs unless you are willing to put resources into the effort.

**". . . our clients are too handicapped and are not ready to go into a competitive situation."**

With proper aids, adaptations and job structuring, many people with severe disabilities can perform tasks at productive levels. The work station encompasses all of this and enables the client to learn the necessary social skills, as well as work skills, on the job and under supportive supervision. Most persons with severe disabilities can be productive workers in industry. Many social behaviors exhibited in a sheltered workshop disappear in a work station where people have different models and are doing work they feel is valued by others.

**". . . my agency has no additional funds for a work station program."**

If the work station is set up appropriately, it can operate virtually without subsidy.

**". . . parents don't want their sons and daughters to be involved in competitive situations."**

Parents of disabled workers want image enhancing opportunities for their sons and daughters. They do have legitimate concerns that need to be considered in designing the work station program. Will they be trained to handle the equipment? Will they have help in getting to and from work? Will they have the social skills needed to integrate with other workers in the plant? These are legitimate concerns that can be dealt with in the planning process, which should involve parents.

**". . . if work stations are so easy to develop and operate, why haven't more agencies done just that?"**

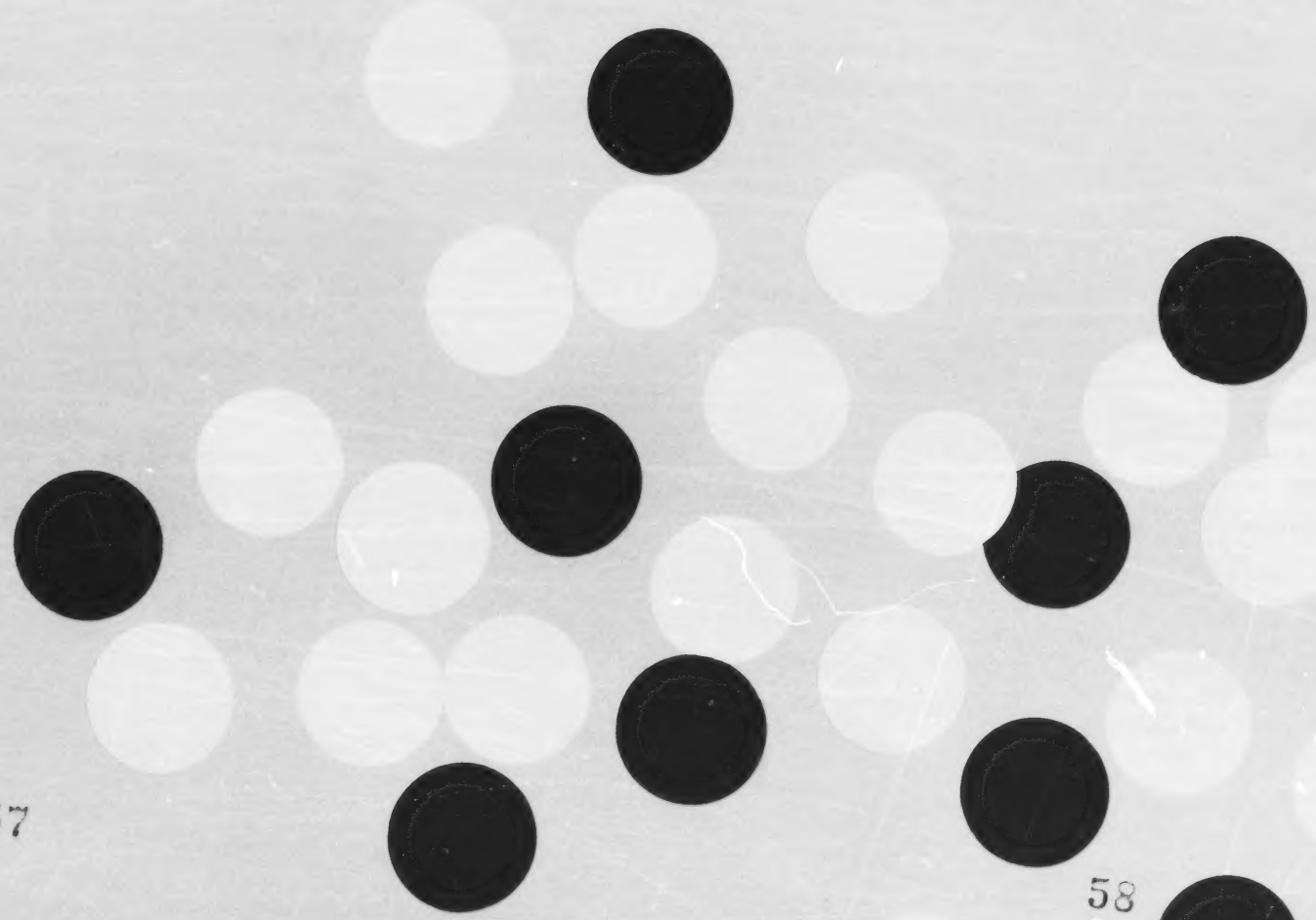
They have. The National Restaurant Association Programs for the Handicapped reports projects with industry operating throughout the United States. Integrated work situations now exist in many types of businesses. The variety of projects attests to the flexibility of the program.

*Work stations are in place throughout the country.*

*They are working.*

*And they are serving people.*

# IX. Appendices



# IX. Appendices

## Sample of an Employment Contract

THIS IS AN AGREEMENT made between (name of company) hereinafter called _____ and (name of agency) hereinafter called _____.

**(1) EMPLOYMENT.** (Name of company) hereby employs (name of agency) as one of its training facilities and (agency) accepts such employment. (Company) hereby provides exclusively for (agency), _____ (description of space) at _____ (address of company), _____ (hours and days of week), during the terms of your contract. (Company) will supply all tools, equipment and supplies necessary for specific work bid on, all according to standards and quality now established by (company). (Agency) hereby accepts this responsibility for specific work. In this connection, (agency) declares that its trainees will be individuals who have developmental disabilities. (Agency) will provide a training staff and sufficient training staff and sufficient trainees as may be necessary for its employment obligations herein.

**(2) COMPENSATION.** This agreement replaces and supercedes any prior arrangements between the parties hereto. This agreement increases (agency's) responsibility considerably. In order to stabilize (agency's) fixed cost expenditure, (company) shall pay (agency) $_____ (amount if applicable)* _____ (at what intervals) during the terms of this agreement.

**(3) STATUS OF TRAINEES.** (Agency) declares that each trainee is an employee of (agency) subject to (agency's) rules, regulations and guidelines. Matters of conduct, discipline, training and standards shall be governed strictly by (agency's) training staff. (Company's) inquiries in this regard shall in so far as possible always be directed to a member of such training staff. (Agency) also assumes responsibility for the following:

(a) Transportation of trainees to and from (company)
(b) Record keeping for way and hour purposes including any exemption certification therefrom.
(c) Wages due any trainee as such.

**(4) COMPLETED TRAINING.** (Name of company) shall determine upon information and observance whenever a trainee has completed sufficient training to become an employee of the (company). Upon a written notice of such decision to (agency), (company) shall become

*If paying piece rate just indicate "based on piece rate as negotiated in appendix A."

responsible for such legal requirements as are required of an employer to an employee. (Agency) may act as the agent of each such person's right as income, undertaken as a (company) employee. Whenever possible (company) shall employ each trainee who has completed the training program. Otherwise, each such person may, of course, seek other employment.

**(5) TERMS.** This agreement shall continue until the first to occur of the following events:

(a) The cessation of business by either party hereto.

(b) Voluntary termination of this employment by either party by giving fourteen (14) days advance notice thereof in writing.

NOTWITHSTANDING THE FOREGOING, either party may terminate this agreement at will and without notice for breach hereof.

**(6) GOVERNING LAW AND AUTHORITY.** This agreement shall be construed according to the laws of the State of _____. Each party declares it is authorized to proceed with this agreement. A verified copy of such authorization shall be given upon a request therefore.

**(7) EFFECTIVE DATE.** This agreement is effective _____.

IN WITNESS WHEREOF, the parties hereto have executed this agreement in triplicate on this _____ day of _____.

(NAME OF COMPANY)

A State Corporation

CORPORATE SEAL

By: _____
(Company President)

An Agency of the State of

By: _____
(Agency) Director (or Board Chairman)

_____

ATTEST:

_____ _____
(Secretary) (Secretary)

## Work Stations in Industry Job Description

**I. Job Identification**

**WORK STATION DIRECTOR**
Job Title

Immediate Supervisor

Agency

Department

Effective date of this Description

**II. Position Summary**

Job Summary:

Person performs highly responsible work for directing the daily operations of the Work Stations in Industry program which will be providing vocational training and job placement and follow-along opportunities for severely handicapped individuals in actual job settings.

**III. Specific Responsibilities**

1. Recruit, screen, select, provide orientation and train the Production Supervisor who meets the qualifications as defined in the job description.

2. Recruit, screen, select, provide orientation and train the Personnel Supervisor who meets the qualifications as defined in the job description.

3. Establish a "Model Team Advisory Committee" to assist in planning, promoting, implementing and evaluating the "Work Stations in Industry" program.

4. Provide an assessment of the community labor market by county.

5. Develop a promotion and procurement plan to approach specific employers to analyze the potential job opportunities for individuals who are mentally retarded and severely handicapped.

6. Identify potential cooperating employers who could provide employment and training environments for handicapped persons.

7. Based on the unique needs of each employer, develop, negotiate and secure contract agreements between the agency and the employers. Implement training or employment programs as specified in the contract agreements.

8. With the involvement of the Production and Personnel Supervisor provide internal and external evaluation of programs.

**IV. Equipment Operation/Responsibility**

Automobile

Calculator

Equipment specified in the contracts

**V. Principal Interactions**

Business
Industry
Labor
Habilitation
Community Vocational Training Programs

State Employment
Department of Labor-Wage & Hour
Small Business Administration
Vocational Rehabilitation
Industrial Engineers

Advocacy and consumer organization

**VI. Budget Responsibilities**

Input into the project's proposed and operating budget
Internal control on line items

**VII. Level of Decision Making**

All reports submitted to Agency Director
Signs all contract agreements with local industries (may require Board approval)

**VIII. Supplementary Information**

Knowledge, Abilities and Skills:

Job structuring, job simplification, task analysis, contract bidding, time studies, work flow, production and pay recordkeeping, industrial safety, wage and hour laws, vocational assessment, habilitation and administration and human relations

Types of Qualifying Education, Training and Experience:

Has all above skills. Industrial and habilitation experience preferred.

Special Requirements:

Commitment to philosophy of community-based human service programs, normalization, human and legal rights, development models.

**IX. Salary Information**

## Work Stations in Industry Job Description

**I. Job Identification**

**PRODUCTION SUPERVISOR**
Job Title

Immediate Supervisor

Agency

Department

Effective date of this Description

**II. Position Summary**

Job Summary:

Production Supervisor is responsible for analyzing all of the agency's current contracts and jobs of potential Work Stations in Industry training sites so that trainees can be matched with the right job. The person is also responsible for evaluating production results and making all needed modifications to increase production and maintain quality control.

**III. Specific Responsibilities**

1. Analyze current contracts in sheltered workshops and analyze job placement history.
2. Recruit, screen, select, provide orientation and train the Work Stations in Industry on-site supervisors.
3. Analyze all Work Stations in Industry jobs and select trainees for placement in the industrial setting.
4. Evaluate production results and make needed modifications.

**IV. Equipment Operation/Responsibility**

Automobile Calculator Industrial Equipment as required by contract agreement

**V. Principal Interactions**

Industrial foremen, safety personnel, industrial engineers, production department
Habilitation agency direct service staff
Technical consultants
Vocational Rehabilitation Counselors
Case Managers
Personnel Supervisor

**VI. Budget Responsibilities**

Input into the project's proposed and operating budget
Internal control on line items

**VII. Level of Decision Making**

Responsible for production quotas, quality control, safety and equipment maintenance

**VIII. Supplementary Information**

Knowledge, Abilities and Skills:

Task analysis and job simplification; work process, work flow, wage and hour, safety, equipment operation, time studies, bidding.

Types of Qualifying Education, Training and Experience:

Has skills above and direct experience in related industries.

Special Requirements:

Commitment to philosophy of community-based human service programs, normalization, human and legal rights, development models.

**IX. Salary Information**

## Work Stations in Industry Job Description

**I. Job Identification**

**PERSONNEL SUPERVISOR**
Job Title

Immediate Supervisor

Agency

Project Coordinator

Department

Effective date of this Description

**II. Position Summary**

Job Summary:

Personnel Supervisor is responsible for identifying, selecting and matching severely handicapped adults for appropriate training within an industry. The person is also responsible for monitoring the progress of each person placed for assisting the individual and for problem-solving to assure that the training is successful.

**III. Specific Responsibilities**

1. Provide a generalized interest and training needs profile of potential applicants for the Work Stations in Industry program.
2. Based on analysis identify potential trainees for Work Stations in Industry training sites.
3. Select trainees for Work Stations in Industry training sites.
4. Develop and implement Individual Program Plans for each individual to train them on specific skills required by the Projects with Industry training sites.
5. Provide for the quarterly review and evaluation of the trainee's progress through the Program.

**IV. Equipment Operation/Responsibility**

Automobile

Calculator

Equipment specified in the contracts

**V. Principal Interactions**

Habilitation agency direct service staff
Technical consultants
Vocational Rehabilitation Counselors
Case Managers
Industrial Support Supervisor

**VI. Budget Responsibilities**

Input into the project's proposed and operating budget
Internal control on line items
Payroll and Piece Rate administration
Contract negotiation

**VII. Level of Decision Making**

Select trainees for program
Provides individual program planning for each individual in training

**VIII. Supplementary Information**

Knowledge, Abilities and Skills:

Task analysis and job simplification; behavior management; individual program planning; vocational assessment, agency policies and human development and first aid procedures; employment rights, communication skills and supervision.

Types of Qualifying Education, Training and Experience:

Has skills above and direct experience in human services, and related industries.

Special Requirements:

Commitment to philosophy of community-based human service programs, normalization, human and legal rights, development models.

**IX. Salary Information**

## Work Stations in Industry List of Potential Cooperating Employers

| Industry | Size | Employee's Application Process | Type of Work | Job Skills Needed | Equipment | Level of Supervision | History with Handicapped Sub-Contracts Placement, WSI | Success Rate | Architectural Issues |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| Type of Dress | Hours | In/Out Door | Noise Level | Safety Issue | Transportation Access | Other Skills Timeclock, Vending Machines, Lockers | Current Labor Needed | Projected Labor Needed | High Turnover | Geographic Area |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

## Work Stations in Industry Client Training Needs Profile

| Client ID# | Current Program | Job Seeking Application & Interviewing Skills | Contracts Worked On | Type of Skills Acquired | Experience On Equipment | Needs Supervision | Movement and Placement Hist. | Success Rate | Physical Limitation |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| Grooming Issue | Hours Able to Work | In/Out Door Preference | Noise Tolerance | Safety Concerns | Transportation Skills | Other Skills | Current Trng. or Placement Needed | Projected Job Placement Area | Areas of Greatest Risk | Geographic Area |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

## AGENCY CHECKLIST

- ✓ Board Commitment:
- ✓ Administrative Commitment:
- ✓ Allocation of Staff Resources:
- ✓ Insurance:
- ✓ Wage & Hour:
- ✓ Workman's Compensation:
- ✓ Knowledge of Production Methods, Bidding, Etc.: